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ABSTRACT

This study examines the academic performance of 6th-grade pupils who participated as Spanish-speaking limited English proficient (LEP) pupils in the district's bilingual education program; were reclassified as fluent-English proficient (FEP); and are now enrolled in all-English classes. The investigation was designed to answer the following questions: (1) How are 6th-grade reclassified pupils doing, as a group, in all-English classes? (2) What are the characteristics of reclassified FEP pupils who did well on the CTBS/U and have positive attitudes toward school? and (3) How do teachers view the English skills of their 6th-grade reclassified FEPs? The instruments used in the study, including student and teacher interview forms, are appended. (JL)

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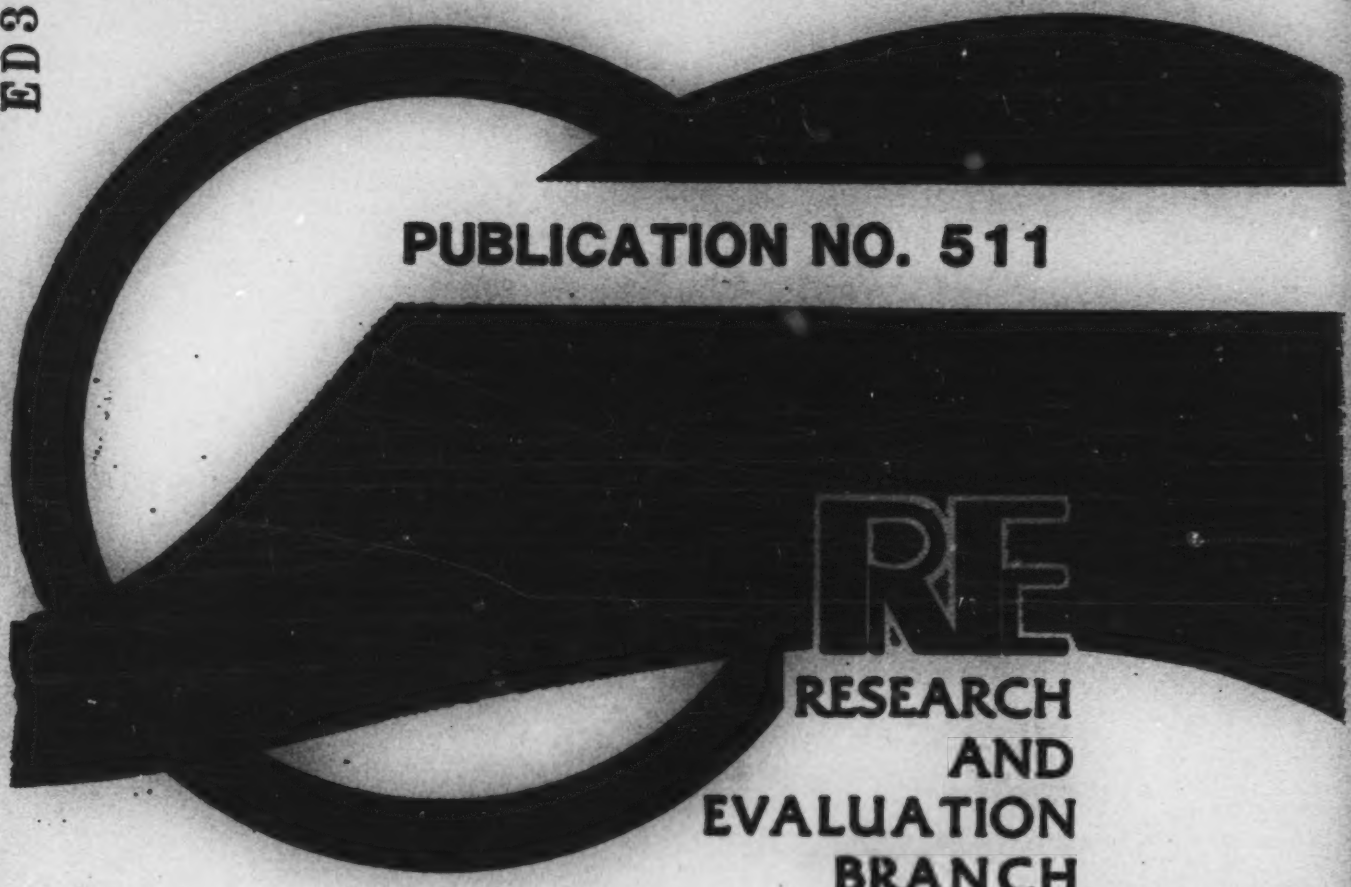

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SIXTH-GRADE PERFORMANCE OF FORMER LIMITED-ENGLISH PROFICIENT PUPILS RECLASSIFIED TO FLUENT-ENGLISH PROFICIENT

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Fall 1987

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Normont	Region A
Elizabeth	Region B
Nevin	Region B
Norwood	Region C
Selma	Region D
Vine	Region D
Glenwood	Region E
Victory	Region E
Morningside	Region F
O'Melveny	Region F
Latona	Region G
Rowan	Region G
Alexandria	Region H
Dayton Heights	Region H

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EXECUTIVE SUMMARY

Design of the Inquiry

This study examines the academic performance of 6th-grade pupils who (a) participated as Spanish-speaking limited-English proficient (LEP) pupils in the district's bilingual education program, (b) were reclassified as fluent-English proficient (FEP), and (c) are now enrolled in all-English classes.

These 6th graders participated in the study:

180 reclassified FEP pupils
- 68 reclassified for 1 year
- 57 reclassified for 2 years
- 55 reclassified for 3 years

193 of their classmates
- 129 initially identified FEPs
- 64 English-only pupils

This investigation was designed to answer the following questions:

1. How are 6th-grade reclassified FEP pupils doing, as a group, in all-English classes?

2. What are the characteristics of reclassified FEP pupils who (a) did well on the grade 6 CTBS/U and (b) have positive attitudes toward school?

3. How do teachers view the English skills of their 6th-grade reclassified FEPs?

Research Questions

How are 6th-grade reclassified FEP pupils doing, as a group, in all-English classes?

Achievement

CTBS/U Grade 6 Mean Scaled Scores	Former LEPs	Classmates
Reading vocabulary	651.9	660.5
Reading comprehension	688.6	690.7
Math computation	706.3	703.4
Math concepts, applications	671.8	670.5

Reclassified FEP pupils do as well as their classmates on CTBS/U reading comprehension and math. They have greater difficulty with reading vocabulary.

Attitudes

School Attitude Measure Grade 6 Raw Scores	Former LEPs	Classmates
Value School	48.1	47.5
View self as good pupil	41.1	40.7
Viewed as good pupil	39.5	39.9
Feel sense of control	44.5	44.2
Feel sense of mastery	44.4	44.6

Reclassifed FEPs do not differ from their classmates on any of the SAM measures.

What are the characteristics of reclassified FEP pupils who (a) did well on the grade 6 CTBS/U and (b) have positive attitudes toward school?

	Grade 6 CTBS/U Reading	
Pupil Characteristics	Did Well on Vocabulary	Did Well on Comprehension
Did well on Survey of Essential Skills reclassification test?	YES	YES
Participated mostly in full bilingual programs?	NO	YES
Spoke mostly Engish with best friends?	YES	NO

Reclassified FEPs doing best on grade 6 CTBS/U Reading Comprehension tended to have been enrolled in full bilingual programs before enrolling in individual learning programs.

	School Attitudes	
Pupil Characteristics	View Self As a Good Student	Feel Sense of Mastery
Spoke English with a greater proportion of their family members?	YES	YES
Were more likely to have had bilingual aides?	YES	NO
Had fewer years of Spanish reading?	YES	YES

Pupils confident in their own academic abilities (a) are from families speaking some English and (b) have spent less time in Spanish reading.

How do teachers view the English skills of their 6th-grade reclassified FEPs?

Overall, teachers are satisfied with the progress their reclassified FEP pupils are making in all-English classes.

Satisfied	78.9%
Dissatisfied	15.0
Neither	6.1

Most teachers do not feel they have encountered special language problems working with reclassified FEP pupils.

Of those who do, problems include:
* limited vocabularies
* difficulty with idiomatic expressions
* difficulty with complex syntactic constructions

Suggested remedies include:
* more ESL activities
* greater emphasis on pleasure reading to improve writing

Sixth-Grade Performance of Former
Limited-English Proficient Pupils
Reclassified to Fluent-English Proficient

DESIGN OF THE INQUIRY

The major purpose of this study was to examine the the academic performance of 6th-grade pupils who completed the district's bilingual education program and are now enrolled in all-English classes.

Specific tasks were:

1. To determine if reclassified fluent-English proficient (FEP) pupils perform as well as their classmates on measures of:

   - reading
   - math
   - self-esteem
   - participation in class discussions

2. To explore factors affecting the success of reclassified 6th-grade pupils

3. To describe:

   - teachers' perceptions of these students' performance
   - students' own aspirations

This investigation was designed to answer the following questions:

Research question 1: How are 6th-grade reclassified FEP pupils doing, as a group, in all-English classes?

A. What are their strengths?
B. What are their weaknesses?

Research question 2: What do we know about those 6th-grade reclassified FEP pupils who

A. Do as well or better than their fellow reclassified FEPs?
B. Have greater difficulty than their fellow reclassified FEPs?

Research question 3: Do pupils who reclassify at a relatively low level--that is, pupils who meet district reclassification criteria but do not surpass them--continue to score low on subsequent achievement tests?

Research question 4: What are the interests and aspirations of 6th-grade reclassified FEP pupils?

A. What are their favorite subjects?
B. What career objectives do these pupils hold?
C. How far in school do their teachers expect them to go?

Research question 5: How do teachers view the English skills of their 6th-grade reclassified FEPs?

A. How do they rate the pupils' progress in all-English classes?
B. Do they encounter special problems working with reclassified FEP pupils?
C. How far in school do they think their reclassified FEP pupils will go?

MOTIVATION FOR CONDUCTING THE STUDY

Why was this study conducted?

Importance of Reclassification

Bilingual program. The Los Angeles Unified School District has had a formal bilingual education program since 1978. The program helps limited-English proficient (LEP) pupils (a) master skills essential for studying in all-English classes at their grade level and (b) develop positive self-images. The single most important benchmark of program success is reclassification of participants into all-English classes.

Reclassification. To be reclassified from LEP to FEP, pupils must demonstrate mastery of (a) skills essential for studying in all-English classes at their grade level and (b) oral English.

Reclassification Policy Issues

The district currently lacks information on (a) how well reclassified FEP pupils perform in all-English classes and (b) the factors affecting their success as pupils in all-English classes. This study seeks to bridge this gap.

Policy issues addressed by these questions include:

1. Are current reclassification criteria adequate?

2. Do reclassified pupils require special services?

WHO PARTICIPATED IN THIS STUDY?

Target Population

This study focuses on 6th-grade pupils who:

1. Participated as Spanish-speaking LEP pupils in the district's bilingual education program
2. Were reclassified as FEPs
3. Have been enrolled in all-English classes for the last one, two, or three years

Drawing the Sample

Participants were selected from 14 district elementary schools.

1. Selection of schools

   The 14 schools met these conditions:

   - Served Predominantly Hispanic, Black, Asian, and Other Non-Anglo (PHBAO) pupils
   - Had sufficient Spanish-speaking reclassified FEP pupils to draw a sample of 6th-grade reclassified FEPs
   - Had sufficient non LEP pupils to draw a sample of 6th-grade classmates who had never been in bilingual education
   - Had offered a bilingual education program for at least six years

2. Selection of pupils

   - Bilingual coordinators at the 14 schools listed all 6th-grade pupils according to language status

     First, former LEP pupils:

     . FEPs reclassified for 1 year
     . FEPs reclassified for 2 year
     . FEPs reclassified for 3 years

Second, their classmates who had always been in the all-English program:

. Initially-identified FEP pupils
. Pupils speaking English only

- About 15 reclassified FEP pupils were randomly selected from each school's list

- To make comparisons, about 15 of the reclassified FEPs' classmates who had always been enrolled in all-English classes were also randomly selected from each school's list

3. Final count of participants

Year Reclassified	Males	Females	Total
1983-84	30	25	55
1984-85	27	30	57
1985-86	30	38	68
Total			180
Classmates			
Initial FEPs	60	69	129
English-only	31	33	64
Total			193
Grand Total			373

Describing the Sample

How unique is this sample of reclassified FEP pupils? One way of investigating this is to check how many other Spanish-speaking LEP pupils were reclassified at the same time as pupils in this sample.

Year Reclassified	Grade Reclassified	Number Reclassified That Year*	Total Number of LEPs at That Grade*	Rate
1983-84	3	2,006	12,827	13.5%
1984-85	4	2,516	11,045	18.5
1985-86	5	2,881	8,870	24.5

*Spanish-speaking pupils

Comments: Spanish-speaking LEP pupils reclassified in 1983-84, 1984-85, or 1985-86 form a small part of their grade's Spanish-speaking LEP pupils. The proportion of LEP pupils who are reclassified increases each year but remains small.

Another way to investigate their uniqueness is to compare 6th-grade reclassified FEP pupils to their classmates in terms of important school-related demographics.

1. Grade first enrolled in an LAUSD school

	Grade Entered LAUSD			
	K	1	2	3
Reclassified pupils	75.6%	14.4	6.1	3.3*
Classmates	76.7	8.8	9.3	3.2

*Rows do not add to 100% due to missing values

2. Number of pupils retained one grade level

	Grade Retained					
	K	1	2	3	4	5
Reclassified pupils	2	8	9	10	3	4
Classmates	1	12	16	6	2	3

3. Number of different schools pupils attended

	Schools Attended				
	1	2	3	4	5
Reclassified pupils	60%	25.5	10.9	1.8	1.8*
Classmates	66.3	17.1	10.4	3.1	1.0

*Rows do not add to 100% due to missing values

Comments: The reclassified pupils do not differ significantly from their classmates in:

- How long they have attended LAUSD schools
- How many have been retained, and at what grade
- How many times they have changed schools

DATA COLLECTION

How did we measure (a) 6th-grade academic progress, (b) self-esteem, and (c) factors having potential importance as determinants of reclassified pupils' success?

Measuring Academic Progress

1. Reading achievement was measured with the grade 6 CTBS/U. Its two subtests are:

   - reading vocabulary
   - reading comprehension

2. Math achievement was measured with the grade 6 CTBS/U. Its two subtests are:

   - math computation
   - math concepts and applications

3. Overall progress made in all-English classes was assessed by asking teachers to rate

   - reclassified FEPs' participation in both class and teacher-pupil discussions
   - their satisfaction with the pupils' progress
   - how far in school they expect pupils' to go

Measuring Self-esteem

Self-esteem was measured with the School Attitude Measure (SAM). The SAM contains these subscales:

- value placed on schooling
- confidence in one's academic abilities
- perception of how others view one's abilities
- sense of control over school success
- self-rating of learning skills

Measuring Factors Which Affect Success

We were interested in three sets of factors potentially affecting the success of reclassified FEP pupils. They are:

- Bilingual program characteristics
- Personal achievement
- Exposure to oral English

Bilingual program characteristics

A. Bilingual program characteristics describe aspects of the bilingual programs pupils were enrolled in as LEPs. Since 1978, the district has offered elementary school pupils (a) full bilingual programs or (b) individual learning programs (ILPs). Programs include:

Activity	Full Program	ILP
Structured English-language development	Yes	Yes
Spanish reading, writing, oral language development	Yes	No
Content courses taught in Spanish	Yes	No
Supplementary instructional services in Spanish	Yes	Yes

B. These program details were available from Student Cumulative Records:

- Number of years enrolled in full programs, evidenced by letter marks in Spanish reading, writing, and oral language
- Number of years enrolled in ILPs, evidenced by supplementary Spanish instructional services but no marks in Spanish language arts
- Pattern of full program and ILPs
  - full programs each year until reclassification
  - all ILPs until reclassification
  - one, two, or three years full program and then ILPs
  - back and forth between full programs and ILPs
- teacher's bilingualism, evidenced by credential or district fluency level
- classroom aide's bilingualism, evidenced by personnel code
- number of years of English reading, evidenced by marks and name of reader
- participation in English as a second language (ESL) courses, evidenced by marks

<u>Personal achievement</u>

Personal achievement data available from Student Cumulative Records included:

- English and Spanish BINL scores
- CTBS Espanol scores
- Survey of Essential Skills (SES) scores
- CTBS/S and CTBS/U scores
- Reclassification SES scores
- Names of Spanish and English reading texts

Exposure to oral English

In an interview, participating pupils were asked questions about:

- how often they spoke English with family members
- how often they spoke English with friends
- how often they used English when out in the community

How did we go about collecting data for this study?

The three principal sources of data were:

- Student Cumulative Records
- Student interviews
- Teacher interviews

Once the sample of 6th-grade reclassified FEP pupils and their classmates had been selected, we followed these steps:

1. Collected from cumulative records (a) program information for 6th-grade reclassified FEP pupils and (b) test scores for all pupils

2. Administered the SAM to each class having study participants

3. Interviewed 6th-grade reclassified FEP pupils

4. Interviewed teachers of 6th-grade reclassified FEP pupils

RESEARCH QUESTION ONE

How are 6th-grade reclassified FEP pupils doing, as a group, in all-English classes?

Sixth-Grade CTBS/U Achievement Test Results

	Reading Vocabulary $\bar{X}$	Reading Comprehension $\bar{X}$	Math Computation $\bar{X}$	Math Concepts, Application $\bar{X}$
Reclassified pupils	651.9	688.6	706.3	671.8
Classmates	660.5	690.7	703.4	670.5

Scaled scores
Maximum score = 999

Trends

- Sixth-grade reclassified FEPs do as well as their classmates on the CTBS/U reading comprehension and math computation and applications tests.
- Like their classmates, 6th-grade reclassified FEPs do best on math computations.
- Sixth-grade reclassified FEPs score, on average, significantly lower than their classmates on the CTBS/U reading vocabulary test.

Record of Reclassified FEPs' English Reading Levels as 3rd, 4th, and 5th Graders

	English Reading Level					
	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	%	%	%	%	%	%
As 3rd Graders						
Reclassified*	17.6	53.0	29.4			
Classmates	16.9	31.1	49.2	2.8		
As 4th Graders						
Reclassified*	3.6	17.0	46.4	33.0		
Classmates	1.1	12.8	41.2	35.8	9.1	
As 5th Graders						
Reclassified		5.3	23.6	32.9	32.9	5.3
Classmates		2.2	23.2	30.8	35.7	8.1

*Includes just those pupils reclassified by that grade

Trends

- In the third and fourth grades

  reclassified FEPs were significantly more likely than their classmates to be using lower level readers

- In the fifth grade

  the distribution of reading levels was the same for reclassified FEPS and their classmates

Sixth-Grade School Attitude Measure Results

	Value School	View Self As a Good Student	Viewed As a Good Student	Sense of Control	Sense of Mastery
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
Reclassified FEPs	48.1	41.1	39.5	44.5	44.4
Classmates	47.5	40.7	39.9	44.2	44.6

Weighted raw scores
Maximum score = 60

Trends

- Sixth-grade reclassified FEPs do not differ from their classmates in
  - the value they place in schooling
  - how confident they are of their own academic abilities
  - how they think others view their abilities
  - sense of control over school success
  - self-rating of learning skills
- Compared with national norms, the reclassified pupils and their classmates
  - place a slightly higher than average value on schooling
  - have the same view of their own abilities as most students
  - are somewhat more likely to feel that their teachers expect them to do well in school
  - are average, or slightly below, in feeling in control of their school success and in believing they have mastered learning skills

Participation in Discussions

	Ask Questions	Volunteer Answers	Understand Explanations	Follow Instructions
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
In a Group				
Reclassified	3.3	3.4	3.8	3.8
Classmates	3.8	3.7	3.4	3.3
With the Teacher				
Reclassified	3.8	3.9	4.0	4.0

Teacher's Rating scale: 1 = unsatisfactory
3 = adequate
5 = superior

Trends

- Sixth-grade reclassified FEPs are less willing than their classmates to ask questions and give answers out loud in class discussions.
- Teachers think their reclassified FEPs are above the class average in understanding explanations and following instructions.
- Sixth-grade reclassified FEPs are very willing to talk to their teachers, which may explain why teachers see them as being above the class average in understanding explanations and following instructions.

RESEARCH QUESTION TWO

What do we know about those 6th-grade reclassified FEP pupils who (a) do as well or better than their fellow reclassified FEP pupils or (b) have greater difficulty than their fellow reclassified FEPs?

Which 6th-grade reclassified FEP pupils did best on the CTBS/U Reading test?

1. The influence of three types of factors upon reading scores was investigated.

   - Program factors
     - Type of bilingual program
     - Number of years of English reading
     - Number of years of Spanish reading
     - Highest level of Spanish reader mastered
     - Number of years with a bilingual teacher
     - Number of years with a bilingual aide
   - Reclassification status
     - Score (% correct) on the reclassification SES reading test
     - Number of months since reclassification
   - Use of English outside school
     - Number of family members with whom English is spoken
     - Number of friends with whom English is spoken

2. What are the characteristics of pupils who did relatively well on the CTBS/U?

Pupil Characteristics	Students Doing Well On CTBS/U Reading Vocab.	Students Doing Well On CTBS/U Reading Comp.
Did well on SES reclassification test?	YES	YES
Participated just or mostly in full bilingual programs?	NO	YES
Had fewer years of English reading?	NO	YES
Had fewer years of Spanish reading?	YES	NO
Spoke mostly English with best friends?	YES	NO
Had a bilingual teacher for 2 or more years	YES	NO
Had more years of all-English instruction?	NO	NO

Trends

- Pupils who do well on CTBS/U Reading reclassified at a high level on the SES reclassification test.
- Reclassified FEPs doing best on grade 6 CTBS/U Reading Comprehension tended to have been enrolled in full bilingual programs until reclassification, or to have completed two or more years in a full program before enrolling in an ILP. Therefore, they have had fewer years of English reading.
- Pupils doing best on the grade 6 CTBS/U Vocabulary test had fewer years of Spanish reading and spoke more English with their best friends.

Which 6th-grade reclassified FEPs did best on SAM measures of self esteem?

1. The influence of two types of factors upon self-esteem measures was investigated.

   - Program factors

     . Number of years with a bilingual teacher
     . Number of years with a bilingual aide
     . Number of years in Spanish reading

   - Use of English outside school

     . Proportion of family members with whom English is spoken
     . Proportion of friends with whom English is spoken
     . Proportion of places at which English is spoken

2. What are the characteristics of pupils who did relatively well on the SAM?

Pupil Characteristics	View Self As a Good Student	Feel Sense of Mastery
Spoke English with a greater proportion of their family members?	Yes	Yes
Were more likely to have had bilingual aides?	Yes	No
Had fewer years of Spanish reading?	Yes	Yes

Trends

Pupils confident in their own academic abilities and who feel they have mastered learning skills

- Are from families speaking some English
- Have spent less time in Spanish reading

RESEARCH QUESTION THREE

Do pupils who reclassify at a relatively low level--that is, pupils who meet district reclassification criteria but do not surpass them--continue to score low on subsequent achievement tests?

Defining Terms

1. To be reclassified, a pupil must:

   - Pass the Survey of Essential Skills (SES) test at 55% or better*
   - Attain a score of 75.1 or better (cutoff applies to 3rd through 6th grades) on the Basic Inventory of Natural Language (BINL)

2. Sixth-grade reclassified pupils were split into 3 groups, based on how well they did on the SES and BINL

   Group 1:

   - Low 1/3 on both the SES and the BINL or
   - Low 1/3 on one and mid 1/3 on other

   Group 2:

   - Mid 1/3 on both the SES and the BINL

   Group 3:

   - Top 1/3 on SES and top 1/3 on BINL or
   - Mid 1/3 on one and top 1/3 on other

* The required passing level has since been raised to 75%

Does Reclassification Level Affect Subsequent Performance?

	Group 1 Low	Group 2 Medium	Group 3 High
Sixth-Grade CTBS/U Scores	$\bar{X}$	$\bar{X}$	$\bar{X}$
Reading Vocabulary	650.6	655.6	648.1
Reading Comprehension	668.8	691.2	698.4
Math Computation	703.0	704.4	710.6
Math Concepts, Applications	665.9	671.0	678.4

Scaled scores
Maximum score = 999

Trends

- Sixth-grade reclassified FEPs who met reclassification criteria at a relatively low level are no different than those who met criteria at medium or high levels in 6th-grade reading vocabulary and math computations and applications.
- Sixth-grade reclassified FEPs who met reclassification criteria at a relatively low level have lower reading comprehension scores than those who met criteria at medium or high levels.

RESEARCH QUESTION FOUR

What are the interests and aspirations of 6th-grade reclassified FEP pupils? What are their (a) favorite subjects and (b) career objectives?

Favorite Sixth-Grade Subjects

	Pupils List Their Favorites		Teachers List Pupils' Favorites	
	Times Cited	Percent Preferring	Times Cited	Percent Preferring
PE	13	7%	19	10%
Art	17	10	28	16
Math	49	27	25	14
Language arts	36	20	53	29
Social sciences	8	4	7	4
Science	13	7	18	10
Nonacademic activity	9	5	12	7
Other	35	20	18	10
	180	100%	180	100%

Ranking Curriculum Areas

Both full bilingual programs and ILPs add curriculum areas to pupils' English-instruction load according to a judgment of the degree of English fluency demanded by the curriculum area. The order is:

1. PE
2. Art
3. Math
4. Language arts
5. Social studies, science

This ranking can be used as an indicator of the level of English fluency required by the subject.

Trends

- Do 6th-grade reclassified FEPs prefer courses that require comparatively lower levels of English fluency?
  - The most frequently chosen "favorite" subject was math, which is mid-level
  - The second most popular subject was language arts, which is high-level
  - Sixth-grade reclassified FEPs do not appear to prefer courses requiring somewhat lower levels of English fluency
- Do teachers of 6th-grade reclassified FEPs think their pupils prefer courses requiring comparatively lower levels of English fluency?
  - Teachers most often thought language arts was their pupils'favorite subject, followed by art
  - Teachers were more likely to think their former LEPs prefer courses requiring higher levels of English fluency

What are the pupils' career objectives?

Pupils' Six Top Career Choices	Number Choosing	Percent
Doctor	28	15.6%
Teacher	20	11.1
Police officer	15	8.3
Secretary	15	8.3
Lawyer	12	6.7
Computer technician	9	5.0

RESEARCH QUESTION FIVE

How do teachers view the English skills of their 6th-grade reclassified FEPs: (a) how do they rate the pupils' progress in all-English classes; (b) do they encounter special problems working with reclassified FEP pupils; and (c) how far in school do they think their reclassified FEP pupils will go?

Progress in All-English Classes

Teachers' Ratings		Pupils Receiving a Rating	
		Number	Percent
1.	Very Satisfied	85	47.2%
2.	Somewhat Satisfied	57	31.7
3.	Neither Satisfied nor Dissatisfied	11	6.1
4.	Somewhat Dissatisfied	22	12.2
5.	Very Dissatisfied	3	1.7
	Missing	2	1.1
		180	100%

Comments

- Teachers are satisfied with the progress being made by the overwhelming majority of their reclassified FEP pupils.
- Only 14% of the pupils received a rating of "somewhat dissatisfied" or "very dissatisfied."

Have teachers encountered special problems working with reclassified FEP pupils?

1. Most teachers did not feel they encountered special problems working with reclassified FEP pupils. They felt their students' problems were those of typical 6th graders.

2. Problems cited by other teachers included:

   - limited vocabularies
   - difficulty with idiomatic expressions and figurative speech
   - difficulty with more complex syntactical constructions

   The bulk of the problems pertained to oral English and to writing skills, and not reading.

3. Suggested remedies centered around offering more language activities:

   - More ESL activities
   - Greater emphasis on pleasure reading to improve writing

How far in school will pupils go?

Teachers' Ratings	Pupils Receiving a Rating	
	Number	Percent
1. Some high school	12	6.7%
2. Complete high school	51	28.3
3. Some college	33	18.3
4. Vocational school	15	8.3
5. Complete college	68	37.8
Missing	1	.6
	180	100%

Comments

- Teachers expect most of their reclassified FEP pupils to at least complete high school.
- Teachers believe that a third of their reclassified FEP pupils will have the skills needed to complete college.
- Teachers expect only 6.7% of their pupils to drop out of school because of inadequate English skills.

FUTURE DIRECTIONS

As a result of this study, what are the implications for practice and directions for future research?

Implications for Practice

The findings of this study suggest the following implications to administrators, curriculum planners, and teachers:

Implication One. Reclassified 6th-grade FEP pupils lag in vocabulary development.

Implication Two. Reclassified 6th-grade FEP pupils must be brought into class discussions as active participants.

Implication Three. Reclassification criteria should not be lowered, especially for reading comprehension.

Implication Four. Greater emphasis should be placed on figurative and idiomatic English usage.

Implication Five. Efforts to increase LEP pupils' exposure to their classmates' conversational English must be made. One way of achieving this may be through special cooperative learning exercises.

Implication Six. Reclassified FEP pupils can be expected to benefit from district efforts to raise test scores for all pupils.

Future Research

To extend our knowledge of how to help reclassified FEP pupils get the most from all-English classes, future research should address these concerns:

Concern One. We need longitudinal research which monitors pupils' progress as they participate in the bilingual program. This should involve (a) describing the program option each pupil studied under (e.g., Eastman variation) and the services received (e.g., 312 minutes of Spanish reading per week); (b) collecting concurrent achievement data; and (c) determining the results of the program options received.

Concern Two. We need to know whether particular program options are best for certain types of pupils. For example, is the ILP option best for pupils entering the district with some oral English?

Concern Three. We need to follow reclassified FEP pupils through elementary school and into secondary school to determine whether special needs related to the secondary environment arise.

APPENDIX A

Instruments

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Pupil Interview

Pupil's name: _____ Form number:

Class: _____ Group number:

I'd like to ask you some questions about the times when you use English and the times when you use Spanish.

1. A. First, tell me a little about your family.
Who do you live with?
LIST NAMES BELOW. GET FIRST NAMES FOR SIBLINGS AND OTHER RELATIVES.
REFER TO CODES FOR FAMILY RELATIONS.
PROBE: Do you have any brothers or sisters? Does anyone else live with you?

B. I want you to tell me how often you speak English with each member of your family. You can answer by saying "Never," "Very Little," "Sometimes," or "Always."
HAND PUPIL CARD A.
These are the answer choices.

FOR EACH FAMILY MEMBER LISTED, ASK: How often do you speak English with _____(name)_____?

	A. (Who do you live with?) (Code relationship.)		B. (How often is English spoken?) (Circle one)			
1a	_____	( )	Never	Very Little	Sometimes	Always
1b	_____	( )	Never	Very Little	Sometimes	Always
1c	_____	( )	Never	Very Little	Sometimes	Always
1d	_____	( )	Never	Very Little	Sometimes	Always
1e	_____	( )	Never	Very Little	Sometimes	Always
1f	_____	( )	Never	Very Little	Sometimes	Always
1g	_____	( )	Never	Very Little	Sometimes	Always
1h	_____	( )	Never	Very Little	Sometimes	Always
1i	_____	( )	Never	Very Little	Sometimes	Always
1j	_____	( )	Never	Very Little	Sometimes	Always

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2. In your family, who is the one most likely to do the translating when someone in your family needs to talk to somebody who doesn't speak Spanish?
ASSIGN "1" TO RELATIONSHIP NAMED.
If __(person named)__ is not there, then who usually does the translating?
ASSIGN "2" TO RELATIONSHIP NAMED.
RECORD COMMENTS.

- ☐ Father _____
- ☐ Mother _____
- ☐ Brother _____
- ☐ Sister _____
- ☐ Self _____
- ☐ Other _____
- ☐ Does not apply _____

IF "Self" IS LEFT BLANK, ASK: Do you <u>ever</u> translate for somebody in your family?
1 No
2 Yes → (If yes) When? _____

_____

3. A. Who are your four closest friends?
LIST FIRST NAMES BELOW.
Which one is your best friend?
CIRCLE NUMBER.

B. FOR EACH FRIEND LISTED, ASK: How often do you speak English with __(name)__?
REFER PUPIL TO CARD A.

	A. (Who are your closest friends?)	B. (How often is English spoken?) (Circle one)			
2a	_____	Never	Very Little	Sometimes	Always
2b	_____	Never	Very Little	Sometimes	Always
2c	_____	Never	Very Little	Sometimes	Always
2d	_____	Never	Very Little	Sometimes	Always

4. Now I want to ask you questions about other times when you use English--not when you are in your classroom or at home, but other times.

I'm going to mention some places you might go to, either after school or on weekends. You tell me if you ever use English to talk to the people who are at these places.

Do you ever go to ____(place)____ ?

1 No

2 Yes → (If yes) How often do you speak English there?

REFER PUPIL TO CARD A.
REPEAT QUESTION FOR EACH PLACE LISTED BELOW.

(List of places)	(Do you speak English there?) (Circle one)			
Market (Do you buy candy on the way home from school or run to the store for your mom?)	Never	Very Little	Sometimes	Always
Other stores (Do you buy records or shop for your own clothes?)	Never	Very Little	Sometimes	Always
Sports events (Do you ever go to ball games or play ball after school?)	Never	Very Little	Sometimes	Always
Movies	Never	Very Little	Sometimes	Always
Doctor	Never	Very Little	Sometimes	Always
City parks (Do you ever go to Griffith Park?).	Never	Very Little	Sometimes	Always
Restaurants	Never	Very Little	Sometimes	Always
Ride the bus	Never	Very Little	Sometimes	Always
Church	Never	Very Little	Sometimes	Always
Anywhere else?				
_____ . . .	Never	Very Little	Sometimes	Always
_____ . . .	Never	Very Little	Sometimes	Always
_____ . . .	Never	Very Little	Sometimes	Always

5. A. What are your favorite TV programs?
LIST PROGRAM TITLES.

3a _____ 3d _____

3b _____ 3e _____

3c _____ 3f _____

B. About how many English-language programs do you watch each week?

_____

C. About how many Spanish-language programs do you watch each week?

_____

6. Do you go to the movies?

1 No

2 Yes → (If yes) What kind of movies do you go to, English or Spanish?
HAND PUPIL CARD B.
CHECK ONE.

English only
Mostly English
Half English and half Spanish
Mostly Spanish
Spanish only

7. The last questions I'm going to ask you have to do with schoolwork.

What do you like best about school this year? Why?
PROBE: Is there a particular subject that you like a lot?
Is there an activity that you like a lot?
RECORD COMMENTS.

_____

_____

8. What do you want to be when you grow up?
PROBE: What kind of job would you like to have when you're 25?
RECORD COMMENTS.

_____

_____

Can I talk to you again someday, when you are in Junior High?

1 No
2 Yes → (If yes) Which Junior High do you plan to attend? _____

Thank you for talking to me, ____(name)____.

Family Relationship Codes

(Question 1A)

Code	Relation to respondent
YB	Younger brother
OB	Older brother
YS	Younger sister
OS	Older sister
GF	Grandfather
GM	Grandmother
U	Uncle
A	Aunt
MC	Male cousin
FC	Female cousin
OA	Other adult
OC	Other child

Card A

How often do you speak English with _____?

1. Never
2. Very little
3. Sometimes
4. Always

Card B

What kind of movies do you go to, English or Spanish?

English only

Mostly English

Half English and
half Spanish

Mostly Spanish

Spanish only

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Teacher Interview

Teacher's name: _____ Form number:

The Bilingual Evaluation Unit is investigating the performance of former LEP pupils who have been reclassified FEP and now participate in the regular English program.

I'd like to ask some questions about the participation of _____ in your English-language class discussions.

1. First, here is a list of four ways of organizing class discussions.
HAND TEACHER CARD A.
Would you rank them for me, in order of how often you use each method in this year's classroom?
Give a "1" to the method you use most often, a "2" to the method you use next-most often, and so forth. If you are not currently using one of these methods, give it a "0."

- ☐ Class lectures involving entire class
- ☐ Individual tutorials or conversations
- ☐ Class discussions involving entire class
- ☐ Small-group discussions

→ IF BOTH ARE MARKED "0", GO TO Q4 ON NEXT PAGE.

2. Here is a list of learning activities that pupils participate in during class (or group) discussions.
HAND TEACHER CARD B.
Compared to other classes you've taught, how would you rate the performance of this year's class in each of these activities? Give the class a "1" for unsatisfactory performance, a "2" for less-than-satisfactory performance, a "3" for satisfactory performance, a "4" for very good performance, and a "5" for superior performance.
The rating scale is listed on the bottom of Card B.

	Learning Activity	Class rating (Circle one)				
		Unsatisfactory				Superior
2a	Willingness to ask questions in English	1	2	3	4	5
2b	Willingness to volunteer answers in English	1	2	3	4	5
2c	Understanding explanations given in English	1	2	3	4	5
2d	Following instructions given in English	1	2	3	4	5

3. Now I want you to think about how _____ participate in these class (or group) discussions. Please rate _____(name)_____ 's performance in each learning activity during class (or group) discussions.
REFER TEACHER TO CARD B.

Learning Activity	_____ 's rating (Circle one) Unsatisfactory				Superior	_____ 's rating (Circle one) Unsatisfactory				Superior
3a Willingness to ask questions in English	1	2	3	4	5	1	2	3	4	5
3b Willingness to volunteer answers in English	1	2	3	4	5	1	2	3	4	5
3c Understanding explanations given in English	1	2	3	4	5	1	2	3	4	5
3d Following instructions given in English	1	2	3	4	5	1	2	3	4	5

4. Think about individual conversation you have, in English, with _____. Please rate _____(name)_____ 's performance in each learning activity during class (or group) discussions
REFER TEACHER TO CARD B.

Learning Activity	_____ 's rating (Circle one) Unsatisfactory				Superior	_____ 's rating (Circle one) Unsatisfactory				Superior
4a Willingness to ask questions in English	1	2	3	4	5	1	2	3	4	5
4b Willingness to volunteer answers in English	1	2	3	4	5	1	2	3	4	5
4c Understanding explanations given in English	1	2	3	4	5	1	2	3	4	5
4d Following instructions given in English	1	2	3	4	5	1	2	3	4	5

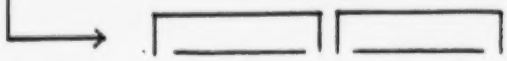
5. Can you tell me anything about these pupils' use of English during their free time?

FOR EACH PUPIL LISTED BELOW, ASK:
Which language does _____(name)_____ use most often when chatting with classmates?
HAND TEACHER CARD C.
CIRCLE CHOICE IN EACH COLUMN.

_____	_____	
1	1	All English
2	2	Mostly English
3	3	Half English and half Spanish
4	4	Mostly Spanish
5	5	All Spanish
6	6	Haven't observed/Not Applicable

6.

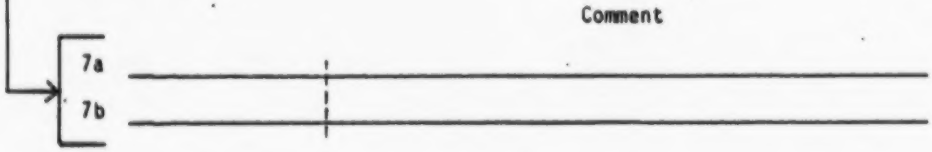
FOR EACH PUPIL NAMED BELOW, ASK:
How satisfied are you with _____'s progress in your English-language classroom program?
HAND TEACHER CARD D.
CIRCLE CHOICE IN EACH COLUMN.



1	1	Very satisfied
2	2	Somewhat satisfied
3	3	Neither satisfied nor dissatisfied
4	4	Somewhat dissatisfied
5	5	Very dissatisfied

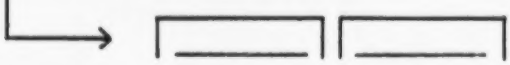
7. Are there subjects or activities that these pupils seem to especially enjoy?

FOR EACH PUPIL NAMED BELOW, ASK:
How about _____ ? What does (she/he) especially enjoy?
RECORD COMMENTS.



8. I would like you to make your best guess about how far in school you think these pupils to go.

FOR EACH PUPIL NAMED BELOW, ASK:
What is the highest level of education that you think _____ is capable of completing?
HAND TEACHER CARD E.
CIRCLE CHOICE IN EACH COLUMN.



1	1	Some high school
2	2	Complete high school
3	3	Some college
4	4	Vocational school
5	5	Complete college

9. Have you encountered any special problems in working with reclassified FEP pupils that you think we should know about?

Card A

Here is as list of four ways of organizing class discussions.

____	Class lectures involving entire class
____	Individual tutorials or conversations
____	Class discussions involving entire class
____	Small group discussions

Would you rank them for me, in order of how often you use each method in this year's classroom?

Ranks

1 = Method you use most often
2 = Method you use next-most often
3 = Method you use 3rd most often
4 = Method you use least often
0 = Method you are not currently using

Card B

Here is a list of learning activities that pupils participate in during class, group, or teacher-pupil discussions.

1. Willingness to ask questions in English
2. Willingness to volunteer answers in English
3. Understanding explanations in English
4. Following instructions given in English

Rate the performance of _____ in each of these activities.

Ratings

1 = Unsatisfactory

2 = Less than satisfactory

3 = Satisfactory

4 = Very good

5 = Superior

Card C

Which language does _____ use most often when chatting with classmates, Spanish or English?

1 = All English

2 = Mostly English

3 = About half English and half Spanish

4 = Mostly Spanish

5 = All Spanish

6 = Haven't observed/NA

Card D

How satisfied are you with _____ 's progress in your English-language classroom program?

1 = Very satisfied

2 = Somewhat satisfied

3 = Neither satisfied nor dissatisfied

4 = Somewhat dissatisfied

5 = Very dissatisfied

Card E

What is the highest level of education that you think _____ is capable of completing?

1 = Some high school

2 = Complete high school

3 = Some college

4 = Vocational school

5 = Complete college